



Pebworth First and Blackminster Middle Schools
Federation



Relationships and Sex Education policy

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Approved by:	Governing Body
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Aims and purpose

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.

The aims of relationships and sex education (RSE) at Pebworth First and Blackminster Middle schools are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop knowledge and understanding about growth and development and human reproduction
- Promote the value of loving relationships and of family life
- Foster self-esteem, self-awareness and a sense of moral responsibility
- Develop the skills to avoid and resist unwanted sexual experience
- Encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision-making skills.

RSE taught at Pebworth First and Blackminster Middle Schools will:

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

Statutory requirements

Relationships Education is a statutory requirement for all primary pupils and Relationships and Sex Education is statutory for all secondary pupils from September 2020.

In considering teaching RSE, due regard has been paid to:

- Section 403 of the Education Act 1996 (this can be seen on government websites)
- Children and Social work act 2017 (this can be seen on government websites)
- The National Curriculum Programmes of Study for Science, 2014
- Statutory Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group of staff from both schools pulled together all relevant information including relevant national and local guidance and existing programmes of study and resources
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to offer views on the policy and planned approach.
4. Pupil consultation – pupil voice activities focused on what pupils wanted from RSE and this was built into planned programme
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity, it is about providing pupils with the knowledge they need to face the challenges of adolescence and be informed to make safe choices.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Curriculum

Our curriculum map is available in Appendix 1 and this will be regularly reviewed to ensure that the content covered meets the requirements of our pupils.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Pupils' questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's age and level of maturity.

An individual child may ask an explicit or difficult question in the classroom. Where a question falls outside the scope of the content to be covered, the pupil will be referred to their parents and carers for clarification and reassured that this will be explored at a later date. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Teachers should not enter into discussion about personal issues or lifestyles;
- No-one (child or adult) has to answer a personal question;

- Nobody is forced to take part in a discussion;
- In discussion, teachers will promote the knowledge and use of scientifically accurate names for parts of the body;
- Teachers will always involve parents before answering questions of a particularly sensitive nature;
- Meanings of words are explained in a sensible and factual way.
- Reassure the student;
- Try to find out why the student is asking the questions, and exactly what they want to know;
- Determine the student's present level of knowledge and understanding;
- Offer a simple answer, and if appropriate back up with a relevant story or picture;
- If the answer required is more complex, the teacher will meet with the student's parents/carers to discuss the issue;
- Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may also receive stand-alone sex education sessions delivered by a trained health professional and other professionals such as the West Mercia SELFIE Team. Appendix 1 outlines the curriculum content taught in each year group. Appendices 2 and 3 highlight the key knowledge and understanding pupils will have at the end of each phase of their education.

RSE will be taught by familiar adults to encourage open discussion and in a supportive atmosphere where pupils feel comfortable and able to express their feelings. Students may be taught in smaller groups, where appropriate, to allow more in depth discussion to take place. *Please note this is for the whole of KS3/4, not just for middle school.*

A variety of teaching strategies and activities will be used, such as:

- Drama
- Brainstorming
- Displays
- Visits and visitors
- Photographs
- Audio visual aids
- Circle time/discussion activities
- Fiction and non-fiction texts
- Research activities

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the Executive Headteacher (Lorna Button) to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the federation, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8). At Pebworth First School this responsibility has been delegated to the School Leader.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher/their line manager so that the required training can be arranged.

RSE will be taught by class teachers and teaching assistants at Pebworth First School and by Form Tutors and Science teachers at Blackminster Middle School.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. An open, honest and mature atmosphere is to be created through clear expectations and agreed rules of engagement. These will be created with each class at the start of a unit of work.

Parents' right to withdraw

For pupils at Pebworth First School and year 6 pupils of Blackminster Middle School, parents do not have the right to withdraw their children from relationships education. This is a statutory element of the curriculum and must be taught to all children.

For students at Blackminster Middle School, parents of children in Year 7 or 8 have the right to withdraw their children from part or all components of sex education within RSE. Requests for withdrawal should initially be discussed with the Head of Key Stage before being put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

Teachers may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Executive Headteacher and School Leader through but not limited to, regular planning scrutinies, learning walks, student evidence trawls including exercise/workbooks, pupil and staff voice.

Pupils' development in RSE is monitored by class teachers/form tutors as part of our internal assessment systems.

This policy will be reviewed by the Executive Headteacher annually. At every review, the policy will be approved by the governing body.

Appendix 1a

Curriculum Map: Pebworth First School

At Pebworth First School we use resources from 1decision to structure our PSHE sessions incorporating RSE. The following outlines the content taught to each year group. Children are split into small, single year groups to cover these aspects.

Year 1	Year 2	Year 3	Year 4	Year 5
KEEPING/STAYING SAFE				
Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows	Cycle Safety	Peer Pressure Adults' & Children's Views
KEEPING/STAYING HEALTHY				
Washing Hands	Healthy Eating Brushing Teeth	Medicine	Healthy Living	Smoking Adults' & Children's Views
RELATIONSHIPS			GROWING AND CHANGING	
Friendship	Bullying Body Language	Touch	Appropriate Touch (Relationships)	Puberty Adults' & Children's Views
BEING RESPONSIBLE				
Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing	Coming Home on Time	Looking Out for Others Adults' & Children's Views
FEELINGS AND EMOTIONS				
Jealousy	Worry Anger	Grief	Jealousy	Anger Adults' & Children's Views
COMPUTER SAFETY				
Bullying	Image Sharing	Making Friends Online Computer Safety Documentary	Online Bullying	Image Sharing Adults' & Children's Views
	MONEY MATTERS		THE WORKING WORLD	
	Money Matters	Money Matters (assessment)	Chores at Home	Enterprise Adults' & Children's Views
HAZARD WATCH			A WORLD WITHOUT JUDGEMENT	
is module is suggested for years 1-3 and will be delivered where most suitable to each group of children				
Is it safe to eat or drink? Is it safe to play with?			Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views

Appendix 1b

Curriculum Map: Blackminster Middle School

Year 6 content

TERM	TOPIC/THEME DETAILS	RESOURCES
Autumn	<ul style="list-style-type: none"> • <u>Area to be covered</u> - Making sense of relationships – changing friendships – healthy online relationships • <u>Area to be covered</u> –Careers ambitions, Inspiring futures, Raising aspirations 	<p>Relationships Folder KS2 Lessons Plans 1 to 3 (Each lesson to be covered over 2 sessions)</p> <p>Living in the Wider World Folder Lessons 1 to 4</p>
Spring	<ul style="list-style-type: none"> • <u>Area to be covered</u> - Gauging our feelings – Developing coping strategies • <u>Area to be covered</u> – Gender stereotyping male and female behaviour - Rights and responsibilities – Safety - Abuse 	<p>Health and Wellbeing Folder Lessons 6 to 9 (Each lesson to be covered over 2 sessions)</p> <p>Living in the wider world – Court room Game expect respect. The lesson to be covered over 2 sessions</p>

TERM	TOPIC/THEME DETAILS	RESOURCES
Summer	<ul style="list-style-type: none"> • <u>Area to be covered</u> - Stereotypes – Extremism • <u>Area to be covered</u> - Rights and responsibilities- Safety-Different points of view • <u>Area to be covered</u> - Safety – Home environment 	<p>Extremism and Inclusion Folder Lessons 3 and 4 - (Each lesson to be covered over 2 sessions)</p> <p>Keeping safe – Choosing what to watch Lessons 1 and 2 – (Each lesson to be covered over 2 sessions)</p> <p>Keeping safe – Carbon monoxide awareness lesson. The lesson to be covered over 2 sessions.</p>

Year 7

TERM	TOPIC/THEME DETAILS	RESOURCES
Spring 1	<ul style="list-style-type: none"> • <u>Area to be covered</u> – Diversity, prejudices and bullying including cyber bullying • <u>Area to be covered</u> – Managing conflict and friendships and social media 	<p>Year 7 RSE Challenging Bullying</p> <p>Year 7 RSE Challenging Bullying</p>

TERM	TOPIC/THEME DETAILS	RESOURCES
Summer 1	<ul style="list-style-type: none"> • <u>Area to be covered</u> – Self-esteem, romance and friendships • <u>Area to be covered</u> – Exploring family life 	<p>Year 7 RSE Relationships</p> <p>Year 7 RSE Relationships</p>

Year 8

TERM	TOPIC/THEME DETAILS	RESOURCES
Spring 1	<ul style="list-style-type: none"> • <u>Area to be covered</u> - Tackling racism and religious discrimination, promoting human rights • <u>Area to be covered</u> – Online safety and digital literacy 	<p>Year 8 Discrimination</p> <p>Computing Lessons</p>
Summer 2	<ul style="list-style-type: none"> • <u>Area to be covered</u> - Introduction to sexuality and consent • <u>Area to be covered</u> – Introduction to contraception including condom and the pill 	<p>West Mercia SELFIE Project</p> <p>Year 8 RSE Sex and Relationships</p> <p>Science Lessons</p> <p>Year 8 Sex and Relationships</p>

Appendix 2: By the end of Year 6 pupils should know:

Pebworth First School and Blackminster Middle School have worked closely together to ensure the content taught will enable pupils to meet the end of key stage requirements by the end of Year 6.

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Appendix 3: By the end of Year 11 pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Withdrawal from sex education within RSE (Year 7/8 pupils only)

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			